



ALAMANCE COMMUNITY SCHOOL EQUITY PLAN

General Information	
ORGANIZATION NAME:	Alamance Community School
ORGANIZATION CODE:	01F
SCHOOL YEAR:	22 - 23
<p>Federal ESSA regulations under Title I, Part A Section 1112(b)(2) requires that all local educational agencies (LEAs) that receive Title I-A funds develop a plan for how the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This section of ESSA requires that all LEAs that receive Title I-A funds create and submit plans describing how the LEA will improve gaps that exist from data required in this section. To this end, LEAs are expected to have a plan to ensure the equitable distribution of teachers. [Note: In NC, LEAs are referred to as Public School Units (or PSUs).]</p>	
<p>A. For each area, based on the information in the data component of the Equity Plan, answer the following questions to demonstrate how the PSU will review, evaluate, and provide strategies to eliminate any inequities that exist.</p>	
Teacher Certification	
<p>Describe any inequities that exist between schools.</p>	
<p>We are a NC Public Charter School and are one site LEA. Currently, Alamance Community School (ACS) has 63 part-time and full-time instructional and support staff. The Administrative Team is made up of a Managing Director, Principal, Dean of Students, Curriculum Director, Counselor, a PT Social Worker, a FT Admin. Assistant, and a PT Admin. Assistant. We have 25 full-time general education teachers, 3 exceptional children teachers, and 5 special/elective teachers. 11 of our full-time teachers are beginning teachers. We also have 4 part-time intervention specialists that are certified teachers. ACS contracts with a highly qualified Speech-Language Pathologist, Occupational Therapist, and Physical Therapist.</p> <p>33 out of the 37 teaching staff are certified (89.2%), 4 (10.8%) have an Education degree and are working out of field, but are completing the coursework needed toward licensure in the correct area. 1 teacher has a current residency license and is working towards certification.</p> <p>18 of our faculty have Master’s degrees (48.6%), 18 are licensed in at least 2 areas (48.6%) and 7 are licensed in 3 areas (18.9%).</p>	



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Describe the strategies the PSU will use to eliminate any inequities, should any exist now or in the future.

Alamance Community School is dedicated to ensuring equity in the assignment of Highly Qualified (HQ) educators in all academic settings at our school. Presently, 91% of our teachers are HQ. HQ teachers are dispersed throughout our building to serve all students. Teachers are hired with the correct credentials and high-quality instruction is stressed in the interview process with the interview team that consists of teachers and administrators. During our interview process there are specific/detailed questions that the team asks the candidate about curriculum, behavior management, communication with parents, collaboration, etc.

ACS works closely with the licensure specialist to ensure that all teachers are up to date with licensing, credentials and adding new certification areas. Student achievement, in addition to how a candidate respects and values children are key elements upon which all hiring decisions are made at ACS. ACS admin meets in the summer to develop professional development for staff to earn necessary CEUs for their renewal cycles and are signed off by the Curriculum Director at the end of the school year.

Describe how the PSU will annually, at minimum, evaluate certification data and strategies listed above.

When considering teacher placement at the beginning of each school year, the ACS administration team considers the following when making final decisions:

1. Teacher experience
2. Teacher effectiveness
3. Licensure/Certification Areas

When considering these factors, the ACS administration team attempts to do the following:

1. Balance grade level teams with Experienced and Beginning teachers to ensure equity of instruction.
2. Consider personalities and create teams that will work and plan well together to be effective.

New and current staff that are completing certification/licensure work with our Licensure Specialist and Curriculum Director to ensure that there is a firm date for completion and all necessary paperwork is submitted to NCDPI.

New and current staff that are certified/licensed work with our Licensure Specialist and Curriculum Director to ensure that all receive PD and the required number of CEUs every 5 years to renew their license and all necessary paperwork is submitted to NCDPI.

Teacher Experience

Describe any inequities that exist between schools.



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33 out of the 37 teaching staff are certified (89.2%), 4 (10.8%) have an Education degree and are working out of field, but are completing the coursework needed toward licensure in the correct area. 1 teacher has a current residency license and is working towards certification.

18 of our faculty have Master's degrees (48.6%), 18 are licensed in at least 2 areas (48.6%) and 7 are licensed in 3 areas (18.9%).

Describe the strategies the PSU will use to eliminate any inequities, should any exist now or in the future.

A special emphasis is placed on recruiting experienced, highly qualified teachers. Administrators attend multiple college career fairs and the Charter School job fair in search of qualified candidates. Available positions are advertised on our website, on multiple college sites via Handshake, with the NC Association of Charter Schools, and the State job postings website.

For all Beginning Teachers, ACS provides training and mentoring with emphasis placed on academic achievement and social-emotional growth for all students. Our Beginning Teacher Plan/Program places Beginning Teachers with experienced mentor teachers who have been trained to provide support for novice teachers. Beginning Teachers participate in monthly meetings where the BT Coordinator with support and guidance from the Administration provides professional development on topics related to the needs of Beginning Teachers. ACS Administration also distributes inexperienced teachers across the various grade levels so they are working with experienced and effective teaching personnel. When giving teaching assignments, ACS administration attempts to limit the amount of inexperienced teachers on each grade level team.

Describe how the PSU will annually, at minimum, evaluate experience data and strategies listed above.

When considering teacher placement at the beginning of each school year, ACS administration considers the following when making final decisions:



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1. Teacher experience
2. Teacher effectiveness
3. Licensure/Certification Areas
4. Survey Data -

ACS will use data and ongoing consultation with beginning teachers to support our Beginning Teacher Program. We are also using the 21-22 Teacher Working Conditions Survey that was given this past spring. The ACS Managing Director, Principal, Curriculum Director, Dean of Students, Counselor, and the Beginning Teacher Coordinator will survey all beginning teachers at the beginning of the year to determine what areas of teaching that they would like to receive and need the most support. We will solicit feedback from the beginning teachers to ascertain what elements of the training session were most beneficial and areas that weren't helpful or unnecessary, in addition to getting information about how well they are working with their mentor.

When considering these factors ACS administration attempts to do the following:

1. Balance grade level teams with Experienced and Beginning teachers to ensure equity of instruction.
2. Balance subject area teams with Experienced and Beginning teachers to ensure equity of instruction.
3. Consider personalities and create teams that will work and plan well together to be effective.

For the 22-23 school year ACS has a mix of Beginning and experienced educators on each grade level team.

Teacher Effectiveness

Describe any inequities that exist between schools.

We are a NC Public Charter School and are one site LEA. Currently, ACS has 37 part-time and full-time instructional staff. We have 25 full-time general education teachers, 3 exceptional children teachers, and 5 special/elective teachers. 11 of our full-time teachers are beginning teachers. We also have 4 part-time intervention specialists that are certified teachers. 32 out of the 37 teaching staff are fully certified and 5 have a residency license and are working towards certification.

As a school, overall, we exceeded expected growth. All of our subgroups, Black (not Hispanic), White (not Hispanic), Hispanic, Economically Disadvantaged, and Students with Disabilities Met Expected Growth in Math and Reading with our Black (not Hispanic) students Exceeding Expected Growth in 3rd Grade Reading and our White (not Hispanic) students Exceeding Expected Growth in 4th Grade Reading.

We have one beginning teacher (3rd-5th) that met expected growth, however their school assessment data was lower than other team members. This teacher has not been placed on a formal Action Plan, but has met with the Admin Team and is receiving additional support and coaching from the Dean of Students, Curriculum Director, their mentor, and the Admin Team.



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Currently, we have five teachers, K - 5, that did not meet expected growth based on mClass (K - 3) and the NC EOGs (3rd - 5th) which is 13.5%. Of those five teachers, one teacher's contract was not renewed and one teacher is on a formal Action Plan with specific goals and objectives. This teacher is receiving additional coaching and support due to their 21-22 achievement data, in addition to behavior and classroom management support.

Describe the strategies the PSU will use to eliminate any inequities, should any exist now or in the future.

We believe that the root cause for the 3 Kindergarten teachers that did not meet growth expectations is due to our core curriculum instruction in phonics and phonemic awareness. Therefore, in Spring 2022, we enlisted the support of a Literacy Consultant, Frankie Tucker, to begin working with our staff. This work continued throughout the summer, into the fall/winter, and will continue for the remainder of this year and next year. We believe that this may be some of the most important academic work we will ever do for our students.

The Literacy Consultant, Frankie Tucker, has provided ongoing literacy professional development and coaching for the Admin Team, our Curriculum Director, our classroom teachers, specials teachers, EL teachers, and our literacy interventionists. The Literacy Consultant has covered direct phonics and phonemic awareness instruction, sound walls and vowel valleys, read alouds, shared writing, small and whole group literacy and guided reading instruction. Over the summer and early fall, she worked with the Admin Team and grade level representatives to have a researched-based, developmentally appropriate, and consistent 1st semester phonics & word study scope and sequence for our teachers to begin using in August. She is continuing to work closely with our Administrative team to help select school wide literacy curriculum, decodable books, and assessments to ensure that our core instruction meets the needs of the majority of our students.

With Frankie's help, this fall, we have reconfigured the phonics and word study committee that includes our Curriculum Director and at least one teacher representative from each grade level. This committee is currently working to revamp our core phonics instruction and finalize our school wide phonics and word study scope and sequence, K - 5, for the remainder of the year.

ACS provides all teachers with professional development with an emphasis placed on academic achievement and our social-emotional curriculum through Responsive Classroom practices. Our professional development opportunities are provided based on school data, teacher observations, and teacher requests. If a teacher is having difficulty or is ineffective, the ACS administration will work with that teacher to develop a plan of action with goals and objectives that support areas of needed growth. The Curriculum Director will model lessons and effective instruction.

If needed, the administration will distribute ineffective teachers across the various grade levels to ensure that marginalized students are not exclusively taught by ineffective teachers. When giving teaching assignments, ACS administration will attempt to limit the number of ineffective teachers on each grade level



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team. If needed, the ACS administration will place ineffective teachers on teams with experienced and effective teaching personnel.

Describe how the PSU will annually, at minimum, evaluate effectiveness data and strategies listed above.

When considering teacher placement at the beginning of each school year, the ACS administration team considers the following when making final decisions:

1. Teacher experience
2. Teacher effectiveness as demonstrated through
 - a. Teacher Observations & Evaluations
 - b. Reading (mClass, BOG, & EOG) data
 - c. Math (K-2 Math Assessments, NC Math Check-ins, & EOG) data
 - d. EVAAS data
 - e. Classroom/Behavior Management data
3. Licensure/Certification Areas

When considering these factors, the ACS administration team attempts to do the following:

1. Balance grade level teams with Experienced and Beginning teachers to ensure equity of instruction.
2. Balance levels of teacher effectiveness on teams
3. Consider personalities and create teams that will work and plan well together to be effective.

For the 22-23 school year ACS has a mix of Beginning and experienced educators on each grade level team. BOY Assessments are given in Reading, Writing, Math, and Science to get a baseline to later measure progress and growth. BOY Assessment Data is reviewed. The principal develops a slide show and shares data with the staff to discuss school-wide goals, progress, and next steps. BOY Assessment Data is reviewed and analyzed by the Admin Team and teachers to determine gaps and next steps; It is shared with the School Improvement Team; Leadership Team; and Board of Directors to get feedback. The same is done with MOY data. At MOY growth and progress is also analyzed.

At EOY, EOG data is reviewed with Admin Team; School Improvement Team; Leadership Team; and Board of Directors to determine gaps and get feedback.

Throughout the school year, at a minimum, once per month, all grade level teachers, EC teachers, and intervention specialists are given time to update data in the master list data dashboard (there is one per grade level). Updating the Master Lists data tabs is put on the weekly Curriculum/Data agenda. Time is set aside within the meeting to make updates. A deadline is set and shared with teachers of when all data must be updated and reviewed.

Once per month, time is set aside for grade level teachers to meet with Title 1 interventionists to discuss students: progress, data, next steps, exciting students, and EC referrals. If shifts in the interventionists groups are needed all teachers share their input.



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Stakeholder Engagement

Describe how internal and external stakeholders will be engaged in the equity planning process. List the dates from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.

BOY Assessments are administered in Reading, Writing, Math, and Science to get a baseline. Results are communicated to stakeholders. Throughout the school year, weekly Curriculum/Data Meetings are held with each grade level team, the EC team, Specials Team, and Interventionist Team to discuss best practices, data, and next steps to meet individual student needs. The School Social Worker attends Curriculum/Data Meetings once a month to assist with attendance issues, McKinney-Vento (homelessness) concerns, etc. All grade level teachers, EC teachers, and intervention specialists are given time to update data in the master list data dashboard (there is one per grade level). Once per month, grade level teachers meet with Title 1 interventionists to discuss student progress, data, next steps, exiting students from the program, and EC referrals. When students exit Title 1 interventions, teacher and caregiver(s) are given an exit survey to discuss the program, this will help make adjustments to the interventions to maximize student success.

In mid August, a Title I Annual Stakeholder Information and Family Event invitation was sent to all stakeholders in English and Spanish via Weekly Newsletter, email flier, hard copy flier, and Facebook post. The event is offered twice, once in the AM and once in the PM at the end of August. On the event invitation, a Google Form Link is provided for families to learn about our Title I Program, Equity Plan, Parent and Family Engagement Policy and an opportunity for families to provide feedback.

In September, Parent-Teacher Conferences are offered to all families: Teachers review and discuss student data; successes; growth; concerns, etc. Parents and teachers also discuss and sign the Parent- Student Compact. During the October School Improvement Team meeting initial review of the Equity Plan and Parent Engagement is discussed along with reviewing EVASS data, with stakeholder input, looking for any equity gaps. When the SIT meets again in November, they are given Title I Audit Findings, Equity Plan, and PFE Policy to review for making recommendations for changes at the December SIT Meeting.

At the December SIT Meeting, the Team will discuss, review, and make recommendations for any changes, etc. to the Equity Plan and PFE Policy.

In December, the Curriculum Director and an Intervention Specialist will coordinate and schedule a meeting in December with the RCS Head Start Coordinator to discuss ACS curriculum, program, and Pre-K to K transitions.

In January, an ACS Tour Invitation and Reservation Form will be sent to all families from RCS Head Start so they can attend a special Kindergarten Information Session and School Tour to learn about our ACS curriculum, mission, services, etc..



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MOY Assessments are given in Reading, Writing, Math, and Science to see progress and growth. Reports are shared with families and other stakeholders. Following MOY data, Parent - Teacher Conferences are offered to all families: Teachers review and discuss student data; successes; growth; concerns, etc. during conferences. All families from RCS Head Start that are interested in applying for Kindergarten admission at ACS can attend the special Kindergarten Information Session and School Tour to visit the school and learn about our ACS curriculum, mission, services, etc. during the month of February.

In the ACS Registration Packet for admitted families, parents are asked to indicate if their child attended a Head Start Pre-K program; if they are EC; and/or their McKinney-Vento Housing Status.

In March, an Interest Form is created and sent to current and new families about attending Coyote Connections: ACS Family Night. This event provides information, support, and resources to current and incoming families. The event is broken up into information sessions and families are asked to select the sessions they are most interested in attending. The Admin Team develops and prepares for Coyote Connections: ACS Family Night for Current and New Families that will take place in April. EOY Assessments are given in Reading, Writing, Math, and Science to see progress and growth as the school year comes to an end.

Through May and July, the admin team pulls data sources pertaining to enrollment of EDS, EC, and minority students, and reviews data of Beginning Teachers and Career Teachers - determining effectiveness to review/determine class lists and makes needed changes. During this time a testing calendar and important data collection dates are created and shared with appropriate stakeholders. During June and July admin will review EOY/EOG data with stakeholders looking for any equity gaps and plan appropriate staff PD for the next school year.